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# Wellesley College News

VOL. LIII. WELLESLEY, MASS., MARCH 1, 1945 NO. 16

## 85 Weekenders Obtain Council Travel Permits

Approximately 85 requests for travel over long weekend have been granted to date by the House Presidents' Council, while a much smaller number has been refused. Cora Parce, '45, Chairman, in making this report, stated that the relatively small number of applications shows how sincerely Wellesley students are cooperating in the "no transportation" edict for long weekend.

Among those students given permission to travel, there are 15 seniors, 22 juniors, 27 sophomores, and 21 freshmen. The seniors were given permission mainly to prepare for weddings which will take place immediately after graduation, while one member of '45 will spend the five days with her 16-months-old daughter. Medical and dental appointments accounted for most of the remaining permissions, although there were several other reasons considered valid.

Applications for travel were refused in most cases because the student did not state her reason clearly enough, or because the student did not state her reason clearly enough, or because the Council did not consider the reason adequate. Although these students have the right to appeal their cases, none has done so yet.

Can Still Apply

Students are reminded that they may apply for permission up to the last minute. However, the Council would prefer that anyone who intends to make an application do so immediately. Any student wishing to travel to see a serviceman expected home on furlough will be granted a conditional permission, which the house president keeps until his arrival. Those who are traveling by automobile may still do so without special permission, but they are asked to record this fact in the remarks column on the sign-out sheet so that the house president's task of checking will be lightened.

Traveling on Other Weekends

After discussion about the advisability of restricting traveling on weekends other than long weekend, the College Council decided on February 16 that it is not its responsibility nor right to regulate such traveling unless the government requests it. Students, however, are urged to consider carefully whether or not their trip is necessary and to remember that keeping off the public transportation system is one of the small ways in which they can help the war effort. For this reason Outing Club has cancelled all its scheduled ski weekends. The College Council hopes that the rest of the college will cooperate as well.

## Village Juniors for Class '49 Announced With Major Officers

Village Juniors for 1945-1946 were announced last Thursday, February 22, with major officers. They are: Barbara Britton, Katherine Buchanan, Camilla Chandler, Ann Cleland, Jean de Beer, Alyson Dudley, Patricia Headland, Marjorie Hoskins, Mary Lib Hurff, Patricia Kennedy.

Susan Kuehn, Rosalind Morgan, Persis Owen, Susan Palmer, Jane Pate, Jean Philbrick, Joan Rosencranz, Mary Alice Ross, Betty Lee Tucker, Lottchen Vondersmith, Mary Wilber.

Freshman houses will be assigned to the Vil Juniors in April.

**Exhibition of**
**POLISH PEASANT ART**
**Lent by Miss Marya Werten**
**Wellesley College Art Museum**
**Feb. 17th—Mar. 11th, 1945**
**Museum Hours: Weekdays**
**9:00—5:00**
**Sundays 2:30—5:00**

**800 GALLONS OF FUEL SAVED ON WEDNESDAY, FEB. 21, BECAUSE YOUR WINDOWS WERE CLOSED AT NIGHT. CONSERVE FOR THE WAR EFFORT!**

## *Societies Plan Plays, Tableaux*

Society program meetings will be held tomorrow night, March 2, in all houses except AKX. These meetings are open to guests.

Agora is holding a discussion on two important issues: "The Pros and Cons of Capitalism" and "The Possibilities of a Post-war Depression." ZA will give selections from the play "The Admirable Crichton" by J. M. Barrie.

TZE will present music and portraits of the Classical and Romantic periods. Artists to be represented by living portraits are Courbet, Delacroix, and Ingres. Mozart, Beethoven, Schubert, and Chopin are the composers whose music will be played and sung. Phi Sigma is concentrating on selections from war literature which look ahead into the future. They are selections showing how the emotions of war have affected the outlook and ideals of the fighting men. One of their sources is a book of poetry written for a contest by men in the British Eighth Army.

Shakespeare is giving scenes showing the different kinds of lovers in Shakespearean plays. Tragedy lovers will be represented by parts from *Romeo and Juliet* and *Richard III*; courtly lovers by a scene from *The Merchant of Venice*, and comedy lovers by presentations from *Henry V*, *Much Ado About Nothing*, and the *Taming of the Shrew*. AKX is reading ancient Greek plays and modern plays which adopt the same plots. They will have a program meeting some time in April.

## Tree Day Based On 'Hary Janos' April 14 in Alum

Wellesley's traditional Tree Day will be held in Alumnae Hall on April 14 to fit the changed college schedule. Traditionally the entire program was held on Severance Green. This year, the entertainment in Alum for the Tree Day Mistress and her court will be followed by the presentation of the Spade on the Green.

The Tree Day program is based on the Hungarian Legend of "Hary Janos," with music by Zoltan Kodaly. "Hary Janos" is the story of a national hero of folklore, a Hungarian Paul Bunyan. His tales are full of humor, pathos and a swaggering boastfulness.

The program is under the direction of Anne Colcord '45, vice-president of the Senior Class. The choreography will be by Marge Lent '45, Fuzzy Glassenberg '46, Emiko Ishguro '45, and Helen Bemis '46.

Allyson Dudley '47 will take the part of Hary Janos, the young, and Marge Lent will be the old Hary. Anne Colcord is playing Orze; Fuzzy Glassenberg, the Empress; and Emiko Ishguro Napoleon.

Members of the Wellesley College Dance Group taking part in the program are: Seniors: Alice Barradale, Karol Musa, Becky Pfouts, Rosemary Crandall Warter, Elizabeth Jones, Carol Ruback, Helene de Lone; Juniors: Claire Reid, Marjorie Caldwell, Marion Miller, Elizabeth Somerville, Pat Zipprodt, Helen Bemis, Patti Smith, Bobby Clark, Betty Karpeles, Joanne Reiman, Anne Stokes, and Eunice Rich; Sophomores: Mary Hardiman, Charmienne Yarwood, Jackie Cummings, Mary Louise Shiver, Ellen Moore, Evelyn Brown, Robin Muchmore, Jean Beaverson, Mary Wilbur, Joanne Lundholm, and Susan Pillsbury; Freshmen: Marion Ritvo, Eileen Margolis, Valma Viernay, Helen Rise, Ruth Kulakofsky, and Lucy Venable.

A special performance of Tree Day for Alumnae and outside guests will be given on Friday evening, April 13, at 8.

## *Homestead Raided, Tower Crushed As '48 Captures Sophomore Banner*

*Dot Mott '48.*

"Sophomores, interested in getting their banner back, meet at the third carillon at 3:00."

Perhaps, if you belong to that fortunate group called heavy sleepers, or if you were deep in the throes of that psych paper Thursday night, this announcement, indexed on Friday, came as a shock. Then, if you happened to remember that there are only *two* carillons, life seemed even more futile. So you probably shook your head, blamed it on that tenth "No-Doze" pill, and walked away. After trying to forget it for two hours you gave up in desperation.

Ahead of you limped a scared Sophomore . . . or was she a Sophomore? Of course she was . . . but why the red cap? Oh well, everyone to his own taste. Onward you strode, ignoring the whispering groups who crowded in dark corners, shooting you furtive glances while trying to discern "rank and denomination." What's the world coming to, you mused, as two yellow-capped Freshmen left a mutilated Sophomore in the road, after capturing her hat. But then, you probably didn't realize that this was the "morning after the night before."

Soph Banner

On Thursday, February 22, at 6:05 p.m., two Freshmen deftly removed the golden Sophomore banner from No. 9 Severance. Dodging a policeman, teachers, and suspicious girls, the two (who for obvious reasons choose to remain anonymous) rushed from the building, the flag flapping beneath their coats. Reaching Norumbega they gently laid the banner to rest in a laundry bag. With this rather refined start the Freshmen-Sophomore feud of 1945 began.

At 7:30 three crafty Sophomore stole into the Norumbega basement, and began to rifle all the trunks in search of their banner. Not to be outdone, Norumbega inhabitants locked them in the trunk room, securing the door with heavy boat line. After imprisoning the housebreakers, they poured hot ammonia through the keyhole. Violent coughing and mumbled curses brought Miss Adams to the rescue. Freed at last, the Sophomores staggered out, followed by violent fumes of NH4, without the banner.

While their classmates searched rooms in Beebe and Norumbega, a group of Sophomores, disguised as Freshmen commuters, descended on Homestead. Calling a meeting of the entire house, the false 48's pledged their loyalty, vowing distrust to '47. Meanwhile other Sophomores emptied the house of Freshmen hats. Armed and incognito, the yellow band sped away to trick another batch of "callow Freshmen." Elms, innocently trusting, also fell prey. However, by this time, Homestead had discovered its mistake, and, filled with wrath, warned Noanett. When the Sophomores arrived at 625 Washington Street, Noanetters were ready!

'48 in Disguise

"Hi, we're Freshmen commuters. We want to help you," chanted '47.

"Come on in," answered '48. The leader, thinking another victory was at hand, approached the door.

(Continued on Page 3, Col. 2)

## Mr. Barnett's Recital Includes Bach, Mozart

David Barnett, Instructor in Pianoforte at Wellesley College, will give a recital in Billings Hall on Sunday, March 4 at 4 p.m. His program will include a group of Bach *Preludes and Fugues for Well-Tempered Clavichord*, a Mozart *Sonata in A Minor*, *Carnaval* by Schumann, and a selection of Spanish pieces by Granados and Albeniz.

DAVID BARNETT

Mr. Barnett received his B. A. degree from Columbia University and a diploma from the Ecole Normale de Musique in Paris. At the latter, he studied under Alfred Cortot, Fubin Goldmark, and Rosario Scalero. He has appeared in recitals in Town Hall and Carnegie Hall in New York, and as soloist with the Paris, St. Louis, Cincinnati and Manhattan Symphony Orchestra. Mr. Barnett has also made concert tours in the United States and Europe.

Composer, Writes

Besides being a pianist, Mr. Barnett is the composer of several piano compositions and author of two books. One, *Living With Music*, published in 1944, deals with music education and presents new findings on the subject of musical talent. The other book, to appear this spring, will be a more inclusive volume on the same subject. His musical compositions were published by Senart, in Paris, and his orchestral works have been performed by the Philadelphia and Manhattan Symphony Orchestras.

Machine drawing and design are special interests for Mr. Barnett. From 1942 to 1944, he was an instructor in engineering drawing at Wellesley, as well as an instructor in Piano, and Lecturer in the Department of Music.

Mr. Barnett is deeply interested in the musical education of persons who do not intend to be professionals, for he believes that music should be an integral part of their everyday lives.

## Library Asks For Textbooks, Detective Yarns

Through the Wellesley College Library, the World Student Service Fund asks for donations of books for prisoners of war. There is a box in the Circulation Hall of the library for these books.

New and used books in all languages are needed: college or preparatory school textbooks in current use; standard works in English literature; standard detective stories; language books—grammars and readers and classics in the various languages; books from the Modern Library, Everyman Library, Hazen Series in Religion, Home University Library, etc.; books on professional subjects.

There are, however, some types of books which cannot be sent because of censorship: magazines and newspapers; books having military significance; advanced technical books: i.e., advanced physics, chemistry, aeronautics, geography, radio, published since 1938; books criticizing existing military, political, economic, and social institutions, or identified with anti-Nazi activities.

The World Student Service Fund collected 40,000 books in American colleges last year for distribution in Europe, Asia, and North America through World Student Relief and War Prisoners Aid of the Y.M.C.A., which sent 1,213,470 books to prison camps in Europe alone last year. The International Red Cross and the Bureau of International Education also cooperated.

This year the organization hopes to be able to send books to students in the Philippines and China and to student centers in the liberated countries in Europe.

## Prof. James Cleland Will Speak in Chapel

Professor James T. Cleland of the Union Theological Seminary in New York will speak in chapel this Sunday, March 5.

Leading Wellesley's Religious Forum in 1943, Dr. Cleland gave three lectures covering the ethical teachings in the New Testament, the personal and social gospel, and personal ethics in the world of today.

When Professor Cleland first came to Wellesley in 1942, he was teaching Philosophy and Religion at Amherst College. Last year he taught at the Choate School in Wallingford, Connecticut.

## Larger Offices Built in Green

The building activities going on outside the Placement Office in Green Hall will provide new offices for both the Placement Office and for the Board of Admissions. The Board of Admissions expects to move into its new quarters around March 1, while the offices for the Placement Office will be ready at the end of March.

Back of these plans is the need for more space and for a more efficient arrangement of offices. Of the two new rooms being constructed, one will be an office for Mrs. Charles W. Kerby-Miller, Chairman of the Board of Admissions, the other a reception room for prospective students waiting to see her. The three offices back of these rooms, at present used as conference rooms by the Placement Office and as an office for the Alumnae Association, will be offices for the secretaries of the Board of Admissions.

Although the Placement Office will retain its present office setup, its conference rooms taken over by the Board of Admissions will be replaced by two new conference rooms to be built into the large office now occupied by the Board of Admissions. An office for the Alumnae Association and a store room for the Placement Office will complete the use of this floor space. The small office within the large Board of Admissions office, however, will be newly furnished as an attractive waiting room for prospective Wellesley students. This room will open on the hall, through a stone archway, just opposite the reception room of the Board of Admissions.

Mr. Wilford P. Hooper, Superintendent of Buildings and Grounds, drew the plans for the construction of the new offices. The building is being carried out by J. W. Bishop, general contractor, who remodeled Cazenove, Pomeroy, and Shafer, the Well, and other Wellesley buildings.

# Wellesley College News

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## THE RED CROSS

No one can deny the value of the services rendered by the Red Cross during this war. The earlier obligations of the Red Cross to furnish volunteer aid to the sick and wounded of the military branches in time of war, and to act as a medium of communication between the people of the United States and their Army and Navy can be stated in just as few words as these. They do not really begin to take on meaning until we supplement them with the letters from men overseas and articles from war correspondents who cannot tell us sufficiently how much the Red Cross has done in the war-torn areas and for war-torn bodies. When we consider their words in the light of what we see in this country—the canteen, hospital, motor or nurses' aide corps, the blood donors' service, and the countless other wartime activities which it sponsors and runs—we cannot help but be amazed at the size and efficiency of the organization. We cannot understand how they manage to accomplish so much.

Another charter obligation is to mitigate the sufferings caused by pestilence, famine, fire, flood, and to devise means of prevention. All of us have read newspaper stories of the work of the Red Cross whenever disaster strikes in this country. Many of us have actually experienced the help of the Red Cross at such times. We know well its value.

When the words of the charter obligations spring into life for us through one encounter with the work of the Red Cross, it is impossible for us to magnify that one experience the thousands and thousands of times that we should have to in order to understand the total work of the organization. We are tempted to sit back, overwhelmed, in awe.

What we must realize is that we can be a part of what is truly the civilian army of mercy. We may not be active members, but we can contribute financially; we can help those people who are active members to carry on their work. Our money is needed to keep the army of mercy functioning, rolling onward. Let's *give* as much as we can.

## MUSIC AT HOME

With all its numerous facilities for making college life stimulating both culturally and academically, Wellesley lacks one advantage which most other colleges offer: a music lending library for all students. The faculty and administration of the music department, while enthusiastic about the prospect of such a library, cite three reasons for the failure to set one up: First, the reserve collection, though adequate for students taking music courses, is hardly large enough to serve the entire college; secondly, the administrative staff does not have the time to cope with the added work that a lending library of music records would entail; thirdly, the music building does not have the room for an added collection of records.

It would seem that these objections could be met with a little effort and concerted planning on the part of the student body and the alumnae. A completely separate collection for lending is the first requirement. If the senior class gift, however small, were offered as the initial contribution to the new music collection, one of the most important stumbling blocks would be overcome. The Alumnae Association, which, in the past, has supported any worthwhile projects in the college, might be encouraged, if the first action were taken by 1945, to suggest to the college administration that a portion of their yearly contribution be devoted to maintaining and adding to the original collection.

The other two objections, administration and lack of room, are problems which require more detailed consideration, once it has been assured that the necessary money will be forthcoming. Students, through Placement Office jobs, might handle some of the administrative duties, such as checking record albums in and out. If the music building is too small to house the new record collection, perhaps a room in the regular library, or the art library, or the Ree Building could be set aside for this purpose. Listening rooms situated near a record collection, where students and their friends might drop in for an hour of "listening pleasure" at any time, would be ideal for post-war Wellesley on a building spree. Other colleges such as Wisconsin and Antioch have found a music lending library practicable. Why can't Wellesley?

## FREEDOM OF THE PRESS

"It can't happen here" was the first reaction most of us had when we read that the administration of William and Mary College had decided to suspend publication of the student newspaper, *Flat Hat*, as the result of an editorial which advocated education as a means of achieving race equality in the future. Throttling means of expression which disagree with views you hold was a Nazi technique, we had been told, and it certainly couldn't happen in the United States. More important, stifling freedom of speech on a college campus couldn't possibly happen because colleges were the stronghold of liberal-minded, "educated" men.

This incident, however, had even wider implications. It meant that a college student whose courses taught her the value of men regardless of race found that any attempt to express what she had learned in a practical field was not permitted. One could discuss the equality of men in the classroom, but evidently the academic and political spheres were to remain divorced. It is dangerous, we think, when an educational institution suspends a publication in which is expressed faith in education as a means of achieving goals which the process of education teaches us to desire.

It was encouraging to see that the student body of William and Mary had first decided to do without a paper, rather than have faculty censorship. The latest issue of *Time*, however, states that student opinion relented, evidently under strong pressure from the administration. *Flat Hat* will resume publication under faculty "guidance," without the services of Marilyn Kaemmerle, the writer of the editorial. The affair presents a challenge to those of us who, enjoying a real "freedom of the press," can actually work and write to implement those ideals in which we believe.

# Beyond the Campus

*by Virginia Guild '46,*
*President-elect of Forum*

The re-tightening of the sinews between the Allies at Yalta and the prospect of the conference of United Nations at San Francisco made nice believing last week. The Big Three demonstrated their determination to stick to the route they had laid out for themselves in the Atlantic Charter, and it seemed that a strip of unallayed successes stretched out ahead of them. Certainly, our military prospects were put forth with searing clarity. In the diplomatic arena, however, some indicative problems raised their heads to leer at Mr. Roosevelt on his way home. Among them was de Gaulle's decline to meet the President in Algiers to discuss the work of the conference to which the general had not been invited.

The reaction of the French to the Yalta meeting is a healthy sign of what we may expect as the time to arrange the place cards for the peace table draws near. The French, after all, had just as much, if not more, of a stake as the Big Three countries in the issues that were taken up at Yalta. The supervision of the Rhine is of paramount interest to France, economically and diplomatically, yet de Gaulle was not asked to make it the Big Three and a half.

While de Gaulle would concede that the French army has nowhere near the forces of the armies of the United States, Great Britain and Russia, he would assert that the potential influence of France in the coming peacetime world outweighs her military inadequacies. It is not all clear why de Gaulle was not asked to deliberate the problems of France with the other three. The general was not pleased.

### Roosevelt Invitation

Roosevelt's short-noticed invitation to de Gaulle to rush down to visit with him on his way back home, to the mind of de Gaulle, added the proverbial insult to injury. De Gaulle did not want to tarnish the dignity of France by overlooking previous neglect and arranging his affairs to the convenience of the time-table of our President. Even without looking further into de Gaulle's character, although the American press has done it with some relish, his attitude is understandable merely in the light of national and personal pride.

It was, furthermore, a way of announcing that France will not answer to the Big Three every time they clap their hands, nor will she automatically accept the agreements at Yalta. It promises a good point of contention at San Francisco. One might also arrive at the conclusion that it has become the policy of de Gaulle to deal with the United States in a more startling manner now, in hopes of arousing more immediate action. Being very French and very dynamic, he has not appreciated the calm disregard which he has been accorded by Washington. Replies to his communications to our government have taken sometimes weeks, months and a year perhaps to be answered.

The American newspapers seem to have played up a bit too energeticaly the alleged criticism of de Gaulle by his own people. There may have been some apprehension about the impression created by the form of his refusal, but it appears that most of the French people are essentially and understandably in line with the protest that he manifested in his reply to Mr. Roosevelt's invitation.

There are those who are pleased to see these differences coming to light now, before the peace conference starts. The delegates ought to be a more enlightened and cooperative group if these wounds and disagreements are aired beforehand. Should they be pent up and concealed until the urgency of the actual war is over, with the strong, determined men who are making the peace unaware of their existence, the inevitable explosion would have far more serious reverberations than it is having today.

# Free Press

*The Editors do not hold themselves responsible for statements in this column.*

*All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.*

*Contributions should be in the hands of the Editors by noon Saturday. Owing to space limitations, letters should be limited to 200 words.*

### Carillon Playing Lauded

February 25, 1945

To the Editor:

Because it is human nature to gripe about things that annoy us, and then to forget to mention the things we really do enjoy, the matter of the playing of the carillon in the tower certainly deserves some comment. There was a time, a year or two ago, when *Free Press* was replete with letters of complaint about the "strident clanging" of the carillon. It was quite true at that time, that when played for hours at a time on Saturday or Sunday afternoon, the chimes could be very distracting and jangling to the nerves if one was trying to study. In this matter however, the college was immediately cooperative. Many of us now feel that the time for playing, in the late afternoon before dinner, has been very well-chosen. The playing this year has been a source of real pleasure, and the large variety of selections especially enjoyable. To the people who faithfully give their time to playing the carillon for us, we wish to extend our sincere thanks.

1945

### Honors Day Again

February 23, 1945

To the Editor:

When will people realize the futility of condemning, and recognize the problem of the condemned! Perhaps "the lady *was* merely a disappointed honors seeker." Who can say But that is the point! The emphasis on marks produces many such deplorable ambitions, and equally deplorable reactions, which rather than deny, I prefer to recognize and seek to eliminate.

I am not speaking of honor students themselves. Most of them do not concentrate on marks. But I am thinking of dozens of others whom I have heard admitting that their only stimulus for study is marks. Certainly anyone who thinks Wellesley students are not terribly marks-consious is being unrealistic. Even the faculty complains of that.

Since this *is* an academic institution, elections and sports awards have nothing to do with the effectiveness of our studies. But if these honors should become ends in themselves as marks have become, I should want them eliminated too.

### Faculty Views

To the Editor:

I confess that I am a little disturbed by what seems to me an unscientific attitude in some of the letters criticizing the faculty, among whom I am numbered, which have appeared recently in the *News*. I find myself wondering, not only what a "much more than adequate mind" is, and who possesses one, but more important, whether the writers have an adequate basis for judging or comparing their instructors—whether they know what percentage of the world's greatness they have a right, as students of Wellesley College, to commandeer.

It must surely be clear that very great intellectual and spiritual gifts, such as seem to be required, are exceedingly rare. They are rare, I think, at all times and everywhere, even among the highly selected. It does no good to demand that such gifts shall serve us on every hand; the human race is not so constituted that they ever will or can.

Furthermore, may I suggest that the power to inspire is not the only test of a good teacher, nor inspiration the only value to be gained from a college course. An intelligence which is strong and eager and becoming independent will seize upon sound and sober knowledge — such as is certainly generally available in courses at Wellesley — not asking for or thinking of "stimulation"; accepting the added richness of great personal talents, when these come its way, as the blessing of the gods.

A Faculty Member

# John Fox Asks Understanding For Servicemen

The veteran's job before he entered the service, the type of person he was then, his personality upon his return, his hopes and fears are all factors that must be taken into consideration as "Problems of the Returning Serviceman," John Fox emphasized in Tower Court, Saturday, Feb. 24 at 8 p. m. Addressing a group of delegates to Forum's 18-College Conference, Mr. Fox, Assistant Dean of the Harvard Business School, warned against being over concerned with justice and square-dealing at tbe expense of friendliness and hospitolity toward the returned soldier.

In the army, Mr. Fox pointed out, the men have experienced two things in human behavior wbich they mav not have felt before. First, tbere are the strong group relationships tbat have been formed among air corps crews, tank men, or infantry groups. "The cooperative spirit of men in combat is admirable," said Mr. Fox. Second, the elaborate hierarchy of military organization is, of necessity, based upon responsible leaderahip. Men in tbe service feel this responsibility, often of life or death, and each one haa developed qualities of leadersbip.

### Industry Trend Opposite

In industry, Mr. Fox stated, the trend is in tbe opposite direction. The power of management to transfer workers from job to job aa necessity dictates, destroys all their feelings of security and does not allow an opportunity for natural human relations to develop. The over-simplification and monotony of machine work do not afford the worker an outlet for his powers of leadership and responsibility. Industry treats the workers as an "undifferentiated mass of human beings," said Mr. Fox.

The role of the educational institution, Mr. Fox stated, is to helo in the adjustment between the army and industry and to form a "buffer state" to wbich the returning serviceman can form a new loyalty. Tbe problem will not be solved until the veterans can spread their *esprit de corps* and until industry recognizes tbeir need for "meaningful, natural participation in group relations" and knows how to "reconcile tha logic of efficiency witb tbe logic of human behavior."

Mr. Fox received his diploma from Harvard in 1928, returning for post-graduate work at the Business School. He is the Business School Representative on Harvard's Faculty Committea on Veterans' Planning.

# Clark Triumphs Over Wellesley Forum Debaters

Clark University won tbe debate with Wellesley on the topic: Resolved: There should be universal military conscription of one year of boys from 18-21. The debate was a feature of Forum's 18-College Conference, and was beld at Agora Saturday, February 24, at 4 p.m.

Patricia Kennedy '47 and Frances Parsons '48 of Wellesley spoke for the affirmative. Carol Johnson and Katherine Kane opposed for Clark University. The decision was given to Clark for their debating technique and thorough rebuttal.

The affirmative argument was that reasonable military training is our only assurance against again being caught unprepared. Opposing this point of view, the negative asserted that "compulsory military training in other countries has not assured these countries either peace or security." The negative warned against militarism. "Our assurance against possible armed aggression," said Katherine Kane of the negativa, "is to increase our professional standing army."

In rebuttal, the negative claimed that conscription in time of peace is undemocratic. The affirmative said that a professional army Is a "direct step to Fascism."

Perry heard an Englisb teacher discussing Virginia Woolf witb her English Comp. 101. In asking how the author might have referred to the middle class in eighteenth century England, ahe beseecbed her class: "Try to imagine yourselves to be Virginia Woolves."

## Fresh-Soph Battle

*(Continued from Page 1)*

She was halted on the first atep hy a shower of water from tha second floor! Drenched and sbeepish, the band fled.

Village Freshmen rallied to the cause. Down Wasbington Street they surged, caught in the fervor of the crowd. Towards campus they pushed, their song,

"Where, O where is the Sophomore Banner?
Safe now in tbe Freshman class."

Thus, began a night of bunt with rioting interspersed. One Freshman, carried away by tha mob, rushed into the fray, clad only in pajamas and slippers. Arriving first at Tower, the Fresbmen, cheered on by their sister class, collected yellow hats, vying with Sophomores. '47, encouraged by the Seniors, captured red caps. From Tower the group surged on to Stone-Davis where they serenaded '47 befora beginning the plunder. This time the Sophomores were prepared. Meeting tbe mass at the head of the stairs, they hurled them out bodily. Broken bones only added to the fun and excitement. Wounded Freshmen stumbled to Dower to nursa tbeir wounds.

In Dower five Freshmen were trapped in an empty room. Anxious to retrieve tbeir caps, wrathful Sophomores surrounded tha window. Escapa was impossible. Finally, Dowerites broke the door down, pouncing on the Freshmen. In vain they searched for yellow caps. Finding none tbey turned the culprits loose. (Since then, we have learned that the caps were hidden in their boots).

### Quad Invaaion

Shafer, Pom, Munger, Severence, and Caz, all were the scene of bitter chaos. Puzzled heads of houses gazed forlornly at the mud-stained rugs. More thought was given to their individual safety, however, as they dodged flying bodies.

The Sophomore meeting at the Rec building was attended by various Freshmen (including the pajamaed individual). Guards prevented their entrance, and they were forced to atoop to window peeking. By this time the crowd had dwindled, and wet feet and torn coats hinted that the time to retire might be at hand. Reluctantly the last of battling Sophomores and Freshmen started home, content with small group rioting on the way. Casualties were slight, only a few flesh wounds.

Last year the class of '47 captured the Sophomore banner. Avenging their sister class, '48 bas attempted the same feat.

# 18 Colleges Consider Needs of Returned GI's

Forum's 18-College Conference on "The Returning Service Man" opened in the Great Hall of Tower Court at 2 p.m. Saturday, February 24, with a panel discussion by representatives of industry, labor, and the veterans. Mr. Lawrence Horning, Vice-President in Charge of Personnel of the New York Central Railroad, outlined "What Industry Plans to Do for the Returning Service Man"; Mr. Ted F. Silvey, Chairman of C.I.O. Reconversion Committee told "What Labor Plans to Do"; and Mr. Paul Coldberg gave the American Veterans' Committee side of the picture with "What the Veteran Wants." After the talks, the men answered delegates' questions.

A veteran of the first World War, Mr. Horning said that be felt that now, as then, it is the primary ambition of every soldier to get back into useful work in civilian life. Doles are out; it is jobs they want. It is not, however, the responsibility of industry alone to provide these jobs. Although the component parts of industry must do everytbing in their individual power to provide maximum gainful employment, the government and the people as a whole must share the responsibility.

Lasting security according to Mr. Horning, can only be made up of regular johs, freedom—"the right to live nnder a government which is the servant, not tha maater, of its people"—and opportunity, the chance to "get ahead under your own ateam." Private industry, he feels, is the backbone of this security. Using the railroad industry as an example, he showed that we must "go further than the law requires," in an attempt to place veterans witb apecial disabilities.

### Labor Wants Jobs

Denouncing the "we'll-take-care-of-the-soldier" attitudes as an undemocratic doctrine of separatism, Mr. Silvey declared, "Jobs for veterans is a mirage—JOBS is the idea." Veterans won't be aatisfied to be a "pseudo-island of prosperity in the midst of unemployment," he said.

After the war, he predicted, although anti-union propaganda will be played up, most service men will join unions. It is the uniona, be believes, wbicb will be the veterans' protection after the immediate post-war emotional aura passes.

Through extensive inventory of raw materials and plant capacities, we have been able to turn the nation's maximum facilities to the war effort. Similarly, he believes, we must organize them for peacetime production. This cannot be done by business, labor, or government alone, but by the united efforts of tbem all.

### Veterans Against Isolation

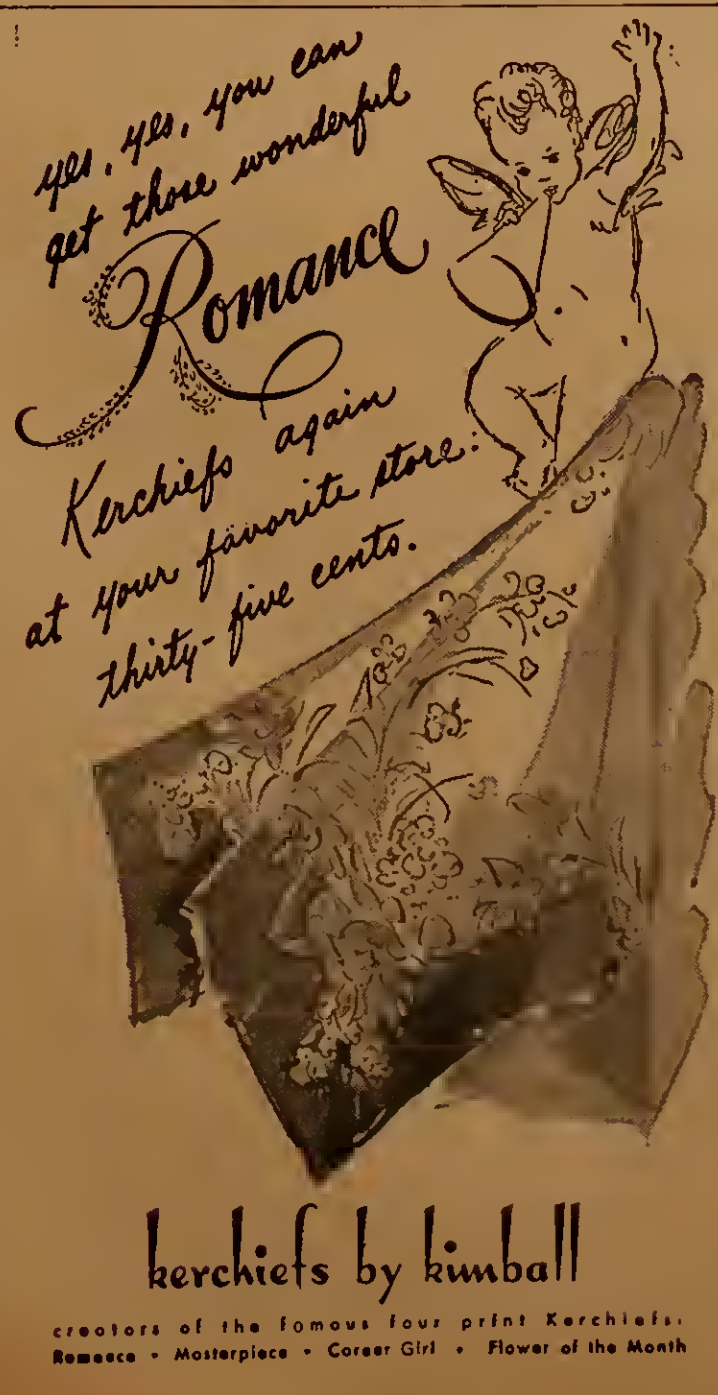
Mr. Goldberg, representing the veterans, declared that with five million men overseas, there is an underlying consciousness among service men that this war is being fought for broader purposes than the last. Political pressure groups which soon turn isolationist will not satisfy the World War II veteran.

Although aa yet he has no means of expression, the average soldier knows pretty well what he wants. He wants a job; he doesn't want charity; he wants financial and medical protection, freedom of speech, press, religion; he wants the complete disarmament of Germany and Japan and our participation in an international organization. Most of all he wants complete obliteration of racial, religious, and social prejudice.

### Question Period

In answer to the question, "What can we, as college women, do toward helping the returning veteran?" Mr. Goldberg and Mr. Horning were agreed that our main task is to "forget he's n veteran and make him feel he belongs." Mr. Silvey felt that the personal aspect would take care of itself. A great victory, he noted, has just been won in Georgia's abolition of the poll tax. There is much still to be done, he said, for some "slums within gunshot" are as bad as Alabama cotton patches. Our job, he believes, is simply to take advantage of every individual opportunity to help abolish prejudice and aid our fellow men.

Questioned about the relations between veterans and war workers in regard to post-war jobs, Mr. Silvey reaffirmed his thesis that there must be johs for all. Mr. Horning pointed out that, although there will be soma conflict, it may be less than is expected because of the large numbers of women and older people who will retire voluntarily after the war. Mr. Goldberg aaid that industry's natural preference for a man with more actual time on the job was a problem that society would bave to handle.



# WBS on the Air

**Radio Program for March 1 to March 8**

Thursday, March 1:
7:15 Bingo game with prizes
7:45 Treasury Song Program
8:00 Symphony
Friday, March 2:
7:15 Wellesley Radio Theater
7:45 Treasury Song Program
8:00 Popular Music
Monday, March 5:
7:45 Choir Singing (open to public)
7:45 Treasury Song Program
8:00 Symphony
Tuesday, March 6:
7:15 Excerpts from "Pygmalion"
7:30 Music
7:45 Treasury Song Program
8:00 Symphony
Wednesday, March 7:
7:15 Instrumentalist

## Speech Class Debates Re-Education of Nazis

Members of the class in Public Speaking presented a round table discussion on "How Can German Youth be Re-Educated?" last Tuesday, February 27 at 8:40 a.m.

In the course of the discussion, the need of re-education and its possible results were cited and an attempt was made to arrive at the best possible method of coping with the problem.

Participating in the round table were Barbara Blick '45, chairman; Hildegarde Bair '45, Elizabeth Ball '47, Phyllis Clark '47, Sybil Hart '47, P. K. Kennedy '47 and Amy Reed '47. Miss Edith Moses of the Speech Department hopes to have the class present a similar unrehearsed discussion later in the year.

—o—

Perry has heard much evil talk about the Vil housemother who accidentally rang the morning bell at 12:30 a.m.

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Faculty and students are invited to vote on their choice of hours when the Library shall be open, during the spring vacation-in-residence.

9. a.m. to 5:45 p.m. Reserved books issued at 5 o'clock, and due at 10 a.m. the next day; advantages—longer period for using books at home, and conservation of fuel for the College,

OR,

9 a.m. to 5:45 p.m.; 7:15 to 9:30 p.m. Reserved books issued at 8 p.m. and due at 10 a.m. next day; advantage—longer hours when students may work in the Library building.

These are week day hours. Sunday hours will be announced later.

# Barn Door

As Barnswallow actresses go into their last week of rehearsals for the March 9 and 10 performances of Pygmalion, members of ten committees are busy putting the finishing touches on scenery, planning menus for the actors' dinners, perfecting make-up technique, and attending to all the other back-stage chores that go into a Barn production.

An offstage tour down to the shack, that mysterious little brown building in back of the Well, revealed blue-jeaned members of the scenery committee. They were skilfully hammering pieces of wood together under the direction of Mr. Louis P. Galanis, a professional scenery designer who comes out from Boston just to help them. In its premature form it was a little difficult to know just what this mass of wood was going to be, however, Barn's experienced carpenters assured us that it will appear as a very realistic fireplace by the night of the play. Sets for *Pygmalion* have kept the scenery committee especially busy since the play calls for three complete changes of background.

In her room, Mimi Elder, head of service committee, told of her plans to serve dinner to forty-five members of the cast five nights next week. She and her committee members have spent the entire semester begging, borrowing, and stealing red and blue points from parents and unsuspecting week-end hosts.

In another department Joan Caughran, head of the Business Board, was doing her best to get all the faculty members and village season ticket holders seated before the ticket booth is open to students on Monday.

Members of the publicity committee showed off their green and white posters, which had already been seen around campus, but they refused to tell about any of their plans for the future. The design committee was found with its work almost done, since scenery designs were submitted many weeks ago, and the program cover is now with the printer.

Harassed members of the property committee are trying desperately to find a piano mover who will move the piano in Tizzie to Alum. If the situation gets much worse, they lamented, "we may have to carry it over ourselves."

While the property committee is trying to find the piano mover, members of the stage managing committee are improvising a piano with chairs, a problem which is made even more difficult since the actors insist on getting it confused with the divan.

Busily fitting the actresses in evening dresses borrowed from freshmen (who are the only ones who have them any more) were members of the costume committee. When asked about their own sewing, they explained that the only thing their nimble fingers are being used for in this production is to make a stomach for Mr. Leach.

**The Red Cross spends $6.66 a second to carry on its activities. How much of it is yours?**

## Campus Crier

LOST: Thursday, Feb. 15, after Mock Academic Council, in Alumnae Hall auditorium or between Alum and Well — cylindrical brass cigarette lighter, marked "Made in Austria". Belongs to my brother, who'll want it postwar. Please return to Hady Shapiro, 521 Tower Court East. Reward.

—o—

LOST: A metal disc, curved part of an Alpine walking stick. Souvenir. Please return to Mrs. Bertha S. Fauvre, 17B Appleby road, Wel. 3634-J.

—o—

It was Perry's roommate who left this note on her unmade bed: "Dear Miss Lindsay, I have to sing in choir. My roommate has a 9:40. That is why her bed is made."

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# FACULTY SILHOUETTES

## Miss Manwaring

*by Laurel Cutter '46*

Miss Manwaring

Surrounded by books on all subjects from mysteries to the greatest of the classics, Miss Elizabeth Wheeler Manwaring, Chairman of the Department of English Composition, sat in her office and reviewed a life that has been rich and fruitful, a life that has been closely bound up with Wellesley College since the fall of 1898 when she came here as a freshman.

*Who's Who* reveals that she was born in Bridgeport, Connecticut in 1879. It shows that she has taught here since 1902, except for two periods of study at Yale University. It tells us that she is a member of many organizations of a scholarly nature, that she is a Republican and a Congregationalist, that she is the author of a "substantial work" called *Italian Landscape in 18th Century England*, and co-author with Harry A. Warfel of *Of the People*, well-known to all students of English Composition 101.

### More to the Story

But there is a great deal more to the story than that. When Miss Manwaring came to Wellesley, it was quite a different place. Freshman year she made her home in old Stone Hall. The other three years she lived on the hill in houses now gone. Like the rest of the students she took the required three years of English Composition and the three prescribed years of Biblical History. But unlike the other students, she studied Sanskrit as the only member in the class, and because there was as yet no course in the rise of the English Novel, Miss Manwaring studied the subject by herself. Her majors were English Literature and German.

Before she entered college, Miss Manwaring composed a Christmas poem which her mother urged her to send to a magazine. Reluctantly, Miss Manwaring dispatched the poem to *McClure's Magazine* and was somewhat appalled when it appeared on the front page of McClure's Christmas issue, for her literary standards had risen. But the Wellesley Magazine was rather chagrined by the whole affair for they had just refused to print some of her work.

### After Graduation

After graduating from college in 1902, Miss Manwaring returned to Wellesley as an assistant in the Department of English Composition. Except for two periods of graduate study, she has remained here ever since, progressing through the academic hierarchy to become a full professor in 1929.

At Yale, Miss Manwaring studied with Professor Chauncey Brewster Tinker, who has remained a close, personal friend. Under the guidance of Professor Tinker, Miss Manwaring began her work on the relation of the graphic arts to Literature in the 18th century which finally culminated in *Italian Landscape in 18th Century England*, one of the books published by Wellesley in observance of its 50th Anniversary. This work received much critical praise and inspired several later studies in the same field.

### Good Friends

On the very day that Miss Manwaring arrived in England on one of her frequent visits, she found the review of her book by J. C. Squire in the *London Observer*. Through this critic, she gained another valued friend, Colonel M. H. Grant, who owned an exceptional collection of English Landscape Paintings. Miss Manwaring is amazed at Colonel Grant's versatility, for besides his collection of paintings, he has notable collections of English medals, old English Bibles, Black Wedgewood china, and examples of marbles, and is moreover a distinguished expert on Military History.

Some of the same amazement might be expressed for Miss Manwaring herself. Besides English Composition and 18th century Romanticism, Miss Manwaring has studied 17th century drama, prosody, and modern poetry. She numbers many poets among her acquaintances and friends, among them Robert Frost, Archibald MacLeish, and T. S. Eliot, who is the brother-in-law of Mr. A. D. Sheffield, a former member of the Department of English Composition. In addition Miss Manwaring is a bibliophil of note. Her library is especially rich in books on landscape gardening. She has many first editions of the English Poets and also possesses the Sherlock Holmes stories in first editions. A small part of her library ,including a shelf of mystery stories, is available to the girls at Stone Hall where Miss Manwaring again makes her home in a suite filled with books, paintings and objets d'art.

### Proud of Students

Miss Manwaring is "mighty proud" of her five students who have achieved some success in the publishing world in the past two years. Catherine Lawrence '43 and Mary Vardoulakis '44 have for two successive years won the Dodd-Mead Intercollegiate Fellowship, and Katherine Wyman '43 and Adelaide Anderson '44 have been runners-up for the same award. Vasanthi Rama Rau '44 will have her book published by Harper's in May

Perhaps because Miss Manwaring did a little newspaper work in her first year out of college, she has always interested herself in Wellesley publications, especially the Alumnae Magazine in which she conducts a regular monthly column. Because she has inherited Katherine Lee Bates course in modern poetry, it has been her "pleasant task" for many years to invite poets to come here to read under the Katherine Lee Bates fund, established by Eunice Smith '98. In these and many other ways, her influence has been felt widely in Wellesley College

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## Dr. Guiliano Bonfante Will Lecture, March 5 On G. Carducci's Poetry

Dr. Guiliano Bonfante, Professor of Italian Language and Literature, and of Romance Philology at Princeton University, will speak on "La Poesia di Giosue Carducci," Monday, March 5, at 4:40 in the Recreation Building. Caducci is the great poet and the inspiring teacher who occupied such a dominant position in the intellectual history of Italy during the last decades of the nineteenth and the beginning of the twentieth centuries.

Because of his wide experience in teaching, and his numerous articles appearing in European and American reviews, Professor Bonfante is well known among scholars of Philology and Linguistics.

After receiving his doctorate at the University of Rome, Professor Bonfante went to Paris to study. He has taught at the Liceo of Sassari, and at the University of Naples in Italy and Philology at the Spanish Universities of Valencia and Madrid. Professor Bonfante has been at Princeton since 1939.

## Geology Films Depict Trades and Geography Inside Central America

Geography, occupations, and customs of present day Guatemala, Mexico and Peru will be depicted in four sound-films at Pendleton, March 7, 4:40 p.m. *Peru's Coastal Region*, in color, is a study of the Pacific coastal plain in Peru. Parts of the film are, in addition, devoted to the archeology and modern art of that country.

*Land of Mexico*, in black and white, uses both maps and photography to deseribe the geography of Mexico, emphasizing the farming activities in the inland valley. Of the two movies describing Guatemala, one selects the high spots of its cities and plantations to show the country as a whole, while the other deals specifically with the Indian villages of the Lake Atitlan region

The movies will be sponsored by the following departments: Geography, History, Political Science, Sociology and Spanish.

In the course of a philosophical discussion that went on until the 7 a.m. bell, one believer declared that she wasn't 'afraid of death because then she "would go home." There was a dramatic pause, and then the voice of a weary atheist, "But will the ODT permit it?"

## Perry Searches Poetic Economist Who 'Plagiarizes' Milton's Sonnet

Perry was quietly, calmly, devotedly reading his Ec 101 assignment in the libe the other day, when out of the book dropped a sheet of notepaper.

Perry is curious. That's the way he finds all those hilarious stories he puts in his column every week. So he read this sheet of notepaper and this is what he found:

When I consider how my life is spent
Laboriously learning all 'bout rent
The world looks grim, there is no fun, oh hel—
Pack up your books and let's go to the Well.

Now as a student of Mr. Houghton's English Literature 313 Perry knows how to analyze poetry. Except for the first line the poem was not awfully original. But that first line is excellent—majestic, sonorous, new. Clearly this girl was an Ec student.

There was another poem on the same theme. This one went:

Wben I consider how my days are spent
O'er dusty, boring tomes frantically working
And how my days are past in study bent
The contemplation of it sure is irking
I never breathe fresh air but only smoke
What matters if the sun is shining brightly?
I never see it and my spirit's broke
From burning midnight oil so lately, nightly.

This poem increased Perry's interest in the stark, shining genius of the poetess. The imagery was not striking, the rhythm was faulty, the diction was weak—but the girl smokes, and not only that she still smokes, and even more she still knows where to get cigarettes. This was definitely a poet to watch, nay to follow.

There was a little P.S. to this poem:

Yet this will be my sorry lot I know
Till some young prince shall make me his to love
But since the only prince I want is Joe
My whole life will be spent as writ above
Guess I'll just have to teach.

The content of tbis poem is very encouraging to Perry. Not all the girls in the world are in love with men named Joe. The field is narrowed down a little in his relentless search for the poetess.

In another corner of the sheet, there was still further illumination into the personality of this girl.

Everybody thinks
Economics stinks
Everybody knows
English Lit's no rose
Everybody fails
In the search for males
Come to Wellesley dear
We're all so happy here.

The predominant passion of this poem is brilliantly communicated. The writer is very happy, completely contented. She builds up the mood of perfect joy until the end when she explicitly states it—"we're all so happy here." The simplicity of it, the power, the sincerity! Perry is looking for you, poetess.

## Culture and After-Dinner Coffee Attract Many to French Corridor

by Emily Fensterwald '47

Visitors to Tower Court often stop at the second floor landing, read a small sign which says "entrez"—and wonder what lies within the inner sanctum. However, those who are familiar with Wellesley and with Tower Court know that this is the invitation of the French Center, situated on the second floor west of tbe dormitory.

The location of the Center has changed during the past few years—from Crawford House, to Munger to Tower—but its purpose for existence has not.

"The French Corridor is a center for people who are interested in France, in French, and in the French people," said Miss Dorothy Dennis, professor of French and director of the Center. The students have an opportunity to learn the customs, culture and language of France by living in a French atmosphere. The Center merely supplements classroom work—it is not part of the curriculum, but rather an interesting extra-curricular activity.

### Outstanding Writers

The members of the Center have the opportunity to meet many outstanding French writers, lecturers and people of note. These visitors, and also members of the faculty, are invited to dinner and to the "soirees" given afterward in Miss Dennis's living room.

The "soiree", incidentally, is one of the primary traditions of the Center. After dinner each nigbt, coffee is served by Miss Dennis, which is, from all reports, the best coffee at Wellesley.

Another feature of the corridor is the bulletin board, on which are posted the latest jokes and cartoons, typical of the subtle sense of humor displayed by the French. Before exams, Miss Dennis posts some of her "perles"—amusing mistakes made on the French exams of the year before.

Tbe Center has many of the comforts of home, not to be found in other parts of the dormitory. There is an alcove at one end of the corridor with all the latest books, magazines, and newspapers. Next year, under the college program, there are plans to remove one of the walls between two of the rooms to enlarge this space.

Although it is not necessary to major in French in order to live on the corridor, and most of the members of the Center do not, all students must be taking a course in the French department. The members of the Center have many outside interests and hold important positions in campus organizations.

Next year, there are not only plans for expansion of the French Center, but for the creation of Spanish and Italian Centers, as well. This is an illustration of the increased emphasis on foreign language and culture—and of the importance of knowledge supplementary to that learned in the classroom.

## *News* Institutes File For Student Reference

At the meeting to elect new officers, members of the *News* staff voted to create a file editorship. Jean Taylor was the first to be elected to the position.

The main job of the file editor will be to clip articles from *News* and arrange them topically, to form a sort of "morgue," which will be open for the use of the entire college as well as *News* reporters. The collection, which will be in the *News* office, will cover the past several years to make it of immediate use, and will be kept up to date.

After taking a vote in one of his classes, Mr. Lantzeff proclaimed solemnly, "It looks as if the greatest minority wants a quiz."


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March of Time's "Report on Italy"

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"MINISTRY OF FEAR"
Fred Brady - Jeff Donnell
'DANCING IN MANHATTAN'
Sun.-Mon. March 4-5
Charles Laughton - Margaret O'Brien
"CANTERVILLE GHOST"
Vera Ruba Ralston
'LAKE PLACID SERENADE'
Tues.-Wed.-Thurs. March 6-7-8
Ann Sheridan - Alexis Smith
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### STAGE

*Dark of the Moon*, extended through March 10th — SHUBERT
*Much Ado About Love*, through March 17 — COLONIAL
*The Merry Widow*, final week — OPERA HOUSE
*The Deep Mrs. Sykes*, new play by George Kelly. Cast headed by Catharine Willard, Neil Hamilton, Rony Brent. Through March 10 — WILBUR
*Kaye McKinnon*, ballerina of Lima and founder of first Peruvian National Ballet. Sat. aft., Mar. 3 — JORDAN HALL

### IN PROSPECT

"A Place of Our Own" by Elliott Nugent. Cast, Robert Keitb, Jeanne Cagney, J. C. Nugent. Opening March 12 for two weeks

"The Two Mrs. Carrolls" with Elizabeth Bergner and Joel Ashley. Opening March 12 for two weeks

"The Barretts of Wimpole Street" with Katharine Cornell and Brian Aherne. Entire cast has just returned from tour of European battlefields. Opening March 26

"Carousel," new musical by Oscar Hammerstein from the play "Liliom." Musie by Richard Rodgers, dances by Agnes DeMille, directed by Mamoulian. Opening March 27 for three weeks


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Sometimes, when the mail is slow, you get to imagining things. Black, terrible things that begin to seem real. And then, something saves you.

Like the day the Red Cross field man got a rush cable report from home, telling you your Dad was getting well.

And the time some Red Cross girls came up in a jeep, handing out doughnuts and coffee and million-dollar American smiles. And you all started to laugh and kid, the way you used to at home.

There was the time you wanted to forget it was Christmas. And the Red Cross girl at the club made you trim a palm leaf Christmas tree, and you all had presents and sang the old carols, out there in the hot tropic night.

Maybe it doesn't sound like much. The Red Cross does a lot of bigger things . . . such as collecting blood plasma for the wounded . . . sending food packages to prisoners of war . . . clothes for bombed-out kids.

But to us, home seems just a little nearer, because *your Red Cross* is with us.

*Americans: To keep at the side of your fighting men, your Red Cross must have funds. Contributions from you are the only source of income. Millions of our men are still far from home. They need your Red Cross . . . they must have it.*

*Keep your*
**RED CROSS**
*at his side*

**GIVE *NOW*—**
**GIVE *MORE***

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# The Wellesley College News

★ *Prepared by the War Advertising Council in cooperation with the Office of War Information and the American Red Cross*